DOCUMENT RESUME

ED 376 223 UD 029 792

AUTHOR	Thornton, Miguel E.; And Others
TITLE	Students Educating Each Other about Discrimination (SEED).
INSTITUTION	Ann Arbor Public Schools, Mich.
PUB DATE	[93]
NOTE	68p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Cultural Awareness; Curriculum; Definitions; *Elementary School Students; Grade 6; High Schools; *High School Students; Intermediate Grades; Middle Schools; Peer Teaching; *Racial Discrimination; *Stereotypes
IDENTIFIERS	Ann Arbor Public Schools MI; *Students Educating Each Other about Discrimination

ABSTRACT

This manual is for the Students Educating Each Other about Discrimination (SEED) program and describes its philosophy and curriculum. This curriculum was approved by the Ann Arbor (Michigan) Public Schools School Board. SEED tries to eliminate most forms of discrimination through a program in which high school students encourage sixth graders to keep open minds. Facilitators begin by introducing themselves and sharing things about their personal experiences. Prejudice, stereotypes, and discrimination are defined to construct a common vocabulary for later discussions. Activities and games that help students understand the pain that prejudice and discrimination can cause are presented for use throughout the curriculum. Issues of peer pressure and race and gender stereotypes are explored. This manual does not provide schedules for curriculum delivery but does contain tips that student facilitators would need when working with sixth graders. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED376223

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M.E. Thornton

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

UD029772

BEST COPY AVAILABLE

SEED

This "SEED" (Students Educating Each other about Discrimination) manual contains the philosophy and curriculum for the SEED program. The curriculum has been approved by the Ann Arbor Public Schools School Board and our students may receive credit for their participation.

There are several facets of the SEED program that are significant:

- Origin
- Students Educating Students
- School Board Approval
- Teacher Acceptance
- Administrative Support
- Growth

Should you have any questions or concerns about this program, you may contact any of us.

Thank you.

Miguel E. Thornton
Huron High School
2727 Fuller Road
Ann Arbor, MI 48105
(313) 994-2061

Salim Bhabhrawala
Huron High School
2727 Fuller Road
Ann Arbor, MI 48105
(313) 994-2040
1993-94

Fiona Rose
Community High School
401 N. Division
Ann Arbor, MI 48104
(313) 994-2025
1993-94

BEST COPY AVAILABLE

TABLE OF CONTENTS

SEED PHILOSOPHY	2
A LETTER TO THE FACILITATORS	4
DAY ONE	6
ICE BREAKERS	13
M & M GAME	13
TRUST FALL	13
HUMAN KNOT	14
CONCENTRIC CIRCLE GAME	14
PAPER ON THE HEAD GAME	16
TENNIS BALL GAME	18
THE LAP GAME	19
LINK DAY ACTIVITIES	20
BUILD WITH WHAT YOU'VE GOT	20
MEDIAWATCH	21
THE BEAST	23
THE SQUAT GAME	27
ZORK	31
LETTER TO YOURSELF	33
SILENT STORY	34
STORY DAY	36
LAST DAY	36
THE MURAL	37
STAR POWER	38
RAFA-RAFA	55
NOTES	65

SEED PHILOSOPHY

Philosophy of the Program:

SEED tries to eliminate most forms of discrimination through a program which encourages 6th grade students to keep an open mind. SEED's goal is to educate 6th graders about issues of and relating to discrimination in hopes of making them more aware and open-minded about the world around them. In this way we are taking the first step towards change. The single most important difference between this and other similar programs is that SEED is an educational experience designed and facilitated by high school students. This program is conducted with 6th graders during their firs year in the new middle school, in a co-operative and interactive manner. Because of the closeness in age between the facilitators and the students, the classroom interactions never take the form of a teacher-student learning experience. We try not to judge, nor do we lecture. Even at the age of twelve, many ideas and assumptions have already begun to harden, thus our focus in teaching the 6th graders is to present, discuss, and discover with them issues that will make them more aware of discrimination, and to create conditions where it will be possible for the students to formulate their own CRITICAL CONSCIOUSNESS and for us to open our minds to the wisdom that lies in the primacy of their perceptions. We believe this is the first and most essential step in raising awareness and sensitivity about the issues of prejudice and discrimination, planting the seed of a new perspective.

Curriculum:

This curriculum is a combination of various different techniques and methods that we have adapted from numerous sources. This curriculum was piloted in 1988 in a 4th-grade classroom at Burns Park Elementary School. Since then

SEED has been approved by the Ann Arbor School Board as part of the 6th grade curriculum. Other parts of it have been borrowed from the curriculum of the SGORR (Student-Group-on-Race-Relations) Program in Shaker Heights, Ohio. SGORR has been somewhat of a model for SEED because it has successfully accomplished many of our goals. It is essential that the SEED curriculum be flexible and adapt to the changing needs of the students as the program evolves.

A LETTER TO THE FACILITATORS

Dear SEED,

SEED is one of those great things that most likely you'll never forget. Going into the classrooms can be overwhelming and scary, but the thing is, even if you think it flopped, you will be making a difference. What kind of difference? Obviously we are not "changing the world," but we are showing the students that people, not much older than them, care about the issues of discrimination, racism, sexism, etc.

This manual is meant to be used as a resource, not a guide. Hopefully it will provide you with ideas and concepts to fall back on. But never be afraid to go with what you feel. Just keep in mind that these are 6th graders and they view us as role models.

A few simple ideas:

1. When leading discussions have the discussion questions written out on 3x5 cards. Don't read directly from this manual. Make sure everyone in your group has gone over and is very familiar with the activity, its rules, etc. Refer to the index cards in case you forget something.

2. On certain "big days" like the first day, Star Power, and Rafa-Rafa every class will be doing basically the same things. But on link days you can pick and choose activities from this manual or various SEED meetings that you think suit the needs of your class. Be sure to talk to your teacher about what they think might work best.

3. Each class is different: some will fly and some will flop. Adapt SEED to work for your individual class.

4. It is very important to establish a strong link with your teacher. Communication is essential. If the teacher feels comfortable with the SEED facilitators they will most likely be more accepting of your control of the class. A bare minimum is a phone call to your teacher before EVERY SEED visit. Periodic meetings are suggested and would be great.

Roll with it, good luck, may the force be with you.

SEED ya later,

Ellen, Chris, and Heather

DAY ONE

FIRST DAY ACTIVITIES are a way to introduce the students to SEED. The facilitators introduce themselves and begin activities. They start with a few "ice breakers." Pick and choose to create an effective first day. (See Ice Breaker section.)

There are several things that are essential to the First Day. We believe it is very important to establish a positive, non-threatening atmosphere. The basis of such an atmosphere is trust and co-operation. Ask your teacher if it is OK, but often arranging desks in a circle works well because everyone is on the same level and can see each other. In order for this program to be successful it is important that it be enjoyable, and for the sixth graders, something they will look forward to. The first day will be used to introduce students to the focus of SEED, beginning a dialogue on prejudice and discrimination.

I. INTRODUCTION. Facilitators will introduce themselves, be sure to share more than just your name and school. You might tell some of your favorite things to do, what you did over the summer, if you have brothers and sisters, what you want to be when you "grow up," what middle school you went to, etc. Tell them as much as you can about yourself, remember that the 6th graders really look up to you and want to get to know you as more than a SEED facilitator. This is a good time to put name tags on all the sixth graders. These should be made ahead of time.

II. ICE BREAKERS. M & M game, whatever there is time for. This first ice-breaker is a time for you to start learning the students names and a chance for them to get to know you. The ice-breaker should be done in small groups.

III. LARGE GROUP DISCUSSION Following the Ice Breakers, the class will come together as a large group and each of the SEED facilitators will explain why we think it is important to confront and understand prejudice and discrimination in whatever forms they may take. This is a good time for facilitators to share some personal experiences – it's important to make the sixth graders feel as comfortable as possible. This is an open dialogue, most likely the discussion will not go to a very deep level but it is good just to get to the kids talking on the subject for the first time with you. You want to be sure that the students have a real sense of what SEED is.

From here it is a good idea to go directly into defining PREJUDICE, STEROTYPES, AND DISCRIMINATION. The purpose is to create a common vocabulary that the students will be able to utilize in later discussions. (See next page for some short stories that may be helpful in clarifying the definition.) A good way to start the discussion is to put the 3 words on the board and ask for some possible definitions. The students might suggest looking up the words in a dictionary – that's a great idea. The facilitators will enter the discussion with general definitions agreed upon by the SEED Group. Stereotype – label; Prejudice – opinion; Discrimination – action. However, the aim is to let the students form the basis of the definitions. The facilitators will use their own definitions as a guide in shaping group definitions. IT IS VERY IMPORTANT THAT THE STUDENTS' IDEAS ARE NOT DE-LEGITIMIZED AND THAT THE FACILITATOR DOES NOT IMPOSE A DEFINITION ON THE GROUP.

DEFINITION STORIES

These stories are very helpful examples to be used during the discussion about definitions. They are useful in clarifying the words, but these stories should not be the focus of the discussion.

NERD:

1. You see a boy walking down the street towards you. As you get closer you can see that he is wearing a backpack on both shoulders. You decide he's a nerd. (STEREOTYPE)

2. As you get closer still, you can see that he's wearing plaid pants that are too short and thick glasses that are taped in the middle. You assume that he's really smart and spends all his time studying. (PREJUDICE)

3. He looks over at you and waves, but since you are with your friends, you ignore him and don't wave back. (DISCRIMINATION)

JOCK:

1. You see a boy walking down the street towards you. As you get closer you notice that he has buzzed hair and is wearing sweat pants and a letter jacket. You decide that he's a jock. (STEREOTYPE)

2. As you get closer you notice that he is wearing high top basketball shoes and tossing a football back and forth in his hands. You assume that all he does is play sports and that he isn't very smart. (PREJUDICE)

3. You see him later. It is the first day of gym class and you are picking soccer teams. You have first pick, so you instantly pick "the jock." (DISCRIMINATION)

IV. SILENT STORY:

Materials: The silent story cards.

- Have the students sit in a big circle around the perimeter of the room.
- Explain that you are going to tell them a "silent story" and establish a "no talking" rule.
- Have each facilitator walk slowly around the circle showing one story panel each.
- Make sure each student has a chance to see each of the pictures.
- After everyone has seen the story, open up a discussion.

Possible Discussion Questions:

- Why was the circle excluded?
- Why did the circle change?
- Have you ever been in the position of the circle? Of the triangle? How did it feel?
- Was there another solution to the circles' problem?

V. SIXTH GRADE DISCUSSION AND FEEDBACK CARDS. This is the sixth graders' first year in the middle schools, and usually they have a lot of feelings about being the youngest in the school, having to move from class to class, leaving the security of their elementary schools, etc. In this discussion it is a good idea to focus on the differences between middle school and elementary school, such as making new friends, dealing with teachers, homework, and relating to the other students (they came from being the oldest to being the youngest). Let this discussion run for as long as it is effective, usually about 15 minutes. This discussion should be run in two medium sized groups, not everyone gets a chance to talk in one large group.

Feedback Cards. Be sure to have plenty of 3x5 cards with you. On the board, write down: Name (optional), Something good and bad about being in middle school, Ask if there is anything they are afraid of in their school, and Two comments about SEED (possibly one positive comment and one negative comment.) Stress that these cards won't be read by anyone but the facilitators.

VI. SAY GOOD-BYE. Thank your class, and let them know you'll be back again soon.

NOTE: In some classes these activities may not use the whole class time. Each class should plan to do the Segregation/Separation Spectrum (explained below). Be sure to have your materials ready for this game. A good time for this activity, is after the sixth grade discussion, or before the sixth grade discussion. But, if you feel you won't have enough time for the Segregation/Separation Spectrum you can do it during your first link day. Be prepared for this activity, but you may not have time for it.

SEGREGATION/SEPARATION SPECTRUM

To prepare: Come into the classroom with string, paper clips/clothes pins, and pre-written situations.

• Ask the students what they think the difference between segregation and separation is. If they don't come up with it on their own, explain that Segregations is a forced choice while Separation is a free choice. In other words, segregation is forced separation.

• Discuss the role of consequences in the choice making process.

• Have a facilitator read off a situation.

• Ask a member of the class to come up to the string/spectrum and place the situation on the string. Have the student explain his or her choice.

• The substance of this activity should be the discussion over where situations should be placed.

• Encourage students to voice their opinions.

Situations:

• You have red hair. Some of the kids in your class form a club, but they don't allow any red-heads to join. You want to join.

• You are with your friends. They all start to tease another kid. You say "that's mean" and walk away.

• You are not chosen to play on the kickball team you want be on.

• There are two lunch tables: Table 1–only girls allowed Table 2–only boys allowed.

• Two more lunch tables: 1: your friends 2: your enemies

- Two more lunch tables: 1: kids all wearing designer jeans 2: other.

(You are wearing designer jeans, you aren't wearing designer jeans.)

Note: Within your group you should come up with more situations. Be sure you have plenty of situations, and they cover a wide variety of topics.

ICE BREAKERS

Ice breakers can be used following sessions, to start off a day, to get to know each other better, to break the tension after certain very powerful bigger games or just for fun if there's time left over in a session.

M & M GAME:

1. Divide the class into three or four small groups and pass around a bag of M & M's. Each student may take between five and twelve candies.

2. Tell them not to eat the M & M's.

3. After everyone has their M & M's tell them that for each candy they must tell something about themselves.

4. If the students can not think of something to share, the facilitator may ask questions to trigger responses.

(The questions do not have to be "deep" remember this is a "get-to-know-you" game the purpose is to get the kids to talk)

TRUST FALL:

1. Students stand in a tight, shoulder to shoulder, circle with one student in the center (eyes closed, arms crossed across chest).

2. They then fall backwards or forwards, trusting their classmates to brace their falls and gently push them upright.

3. You may want to add some sort of verbal commands where the person in the center asks "ready?" and the group responds "ready!" The students should have their hands up at all times to help catch the middle person.

4. If someone in the circle is not ready to catch the person or the person doesn't let the people catch him/her and puts his/her feet down to catch him or herself, the trust agreement is not working and you may want to point this out.

OPTIONAL: A discussion about risk taking and trust may follow.

HUMAN KNOT

PURPOSE: The objective is to "untie" the human knot without anybody dropping hands. It may be necessary to do this twice, so that the point really comes across. This is an effective way to bring the group together, particularly after an emotional activity. This game works best in small (ten people) groups.

1. Each person should grasp the hand of a different person in the circle. No one should grasp the hand of the person standing next to them.

> NOTE: In some sixth grade classes there will be students who will not hold the hand of the opposite sex. In this case, form a girls circle and a boys circle.

CONCENTRIC CIRCLE GAME

The size of the group in this game is up to the facilitator, but the larger the group, the longer the game will take.

1. Within each group there will be two small circles: an inner circle and an outer circle. a good way to set up this game is to have everyone in a circle.

2. Have everyone count off by one's and two's

3. Have the "twos" move to sit in the inner circle.

4. The members of each circle sit facing each other. The game is made up of a series of discussions between the pairs of people facing each other.

5. Each pair will introduce themselves and answer a preassigned question.

6. When a couple minutes have passed the outer circle rotates so that each member in now facing a new person.

Suggested Questions:

1. How do you feel about being here?

2. What is your most favorite thing to do?

3. What would you do with a thousand dollars?

4. If you could have one wish in the world what would it be?

5. What do you think about SEED (depending on how far into the year this game is played)

6. What do think about...(a current issue in the news)

7. What would you do if you were President?

8. What are your most favorite and least favorite foods?

9. What are the three most important characteristics in a friend?

10. Who is your favorite teacher this year? Who was your favorite teacher in elementary school? Why?

PAPER ON THE HEAD GAME

MATERIALS: Pre-prepared cards with the following labels:

1. Expert "ask me"
2. Leader "do as I say"
3. Loser "interrupt me"
4. Clueless "pity me"
5. Insignificant "ignore me"
6. Sheep "guide me"
7. Scapegoat "blame me"

The cards should have the labels printed in big letters. Also there should be string attached, so the labels can be tied to people's heads:

PURPOSE:

This game is an exaggerated example of group interaction. This game leads to a discussion about labeling in our society.

1. Ask for 6 or 7 volunteers, and tie a sign on each person's head. Make sure they don't see what their own label says.

2. Give the group a task. For example, what will you do with $100, or deciding where to go for lunch.

3. Everyone must treat each other according to the signs on their heads.

ALTERNATIVE METHOD:

1. Break the class into small groups.

2. Give each group a different situation. Every student has a label on their head.

DISCUSSION:

1. What might these labels represent?

2. What kinds of labels do you think exist? And, what do the "say"? Examples:

wear glasses – smart

blond – ditzy

boy – ?

girl – ?

young kids – ?

different skin colors – ?

wearing different kinds of clothes – ?

3. Where do people get these labels from? School, teacher, other students, the general public, and stores.

4. In stores, who is watched most for shoplifting?

5. Who do the Police watch most closely? What labels do they look for?

6. If you have an older sibling, do teachers automatically assume that you will be like him or her?

TENNIS BALL GAME

MATERIALS: Balls, or bean bags.

The challenge is to pass the ball through everyone's hands in the original order as quickly as possible. Present this challenge to the students and give them total control over how they organize it. The easiest way to do this is to stand close together or even rearrange themselves into a line in the right order. Let the students discover this for themselves.

1. Have everyone stand in a circle.

2. The facilitator says the name of someone in the circle and then throws the ball to them.

3. This student says someone else's name and throws the ball to them, etc, etc. This goes on until everyone has received the ball and it gets back to the facilitator.

4. After a few rounds you can drop the names and just concentrate on the game.

5. Then the challenge is to pass the ball, in the original order, as quickly as possible.

VARIATIONS: As the game gets going you may want to add more and more balls all going in the same order. Also it may be better to use beanbags or rolled up (clean) socks.

THE LAP GAME

PURPOSE: This game emphasizes team work and unity. It's a great tension reducer.

1. Have the class stand in a tight circle (yes, you must be friendly in this game) with everyone facing the same way.

2. If there seems to be too much space between people have everyone take a step towards the middle.

3. The facilitator will count to three and then everyone slowly sits down.

4. It may take a few times to make it work, that's OK.

5. If you're class masters sitting down, you may want to try sitting and then taking a few steps together. The facilitator will need to say "left, right, left, etc."

LINK DAY ACTIVITIES

These are shorter days (usually about an hour) that serve as a link between the longer encounters. It is on these days that a certain bonding between the facilitators and students occurs. We define vocabulary, prepare for some of the longer days, do some shorter activities, and maintain our relationship with the students.

BUILD WITH WHAT YOU'VE GOT

MATERIALS:

Playdough, pipe cleaners, similar "constructive" materials.

1. Divide the class into several small groups.

2. Announce to the class that each group must make a recognizable creation out of their given materials. They may NOT SPEAK!!!

3. Pass out the materials and give the students five minutes to construct their creations. Remind the groups that they only have five minutes to construct.

4. Now give the groups time to travel to the other stations and view their classmates creations (without talking)

5. After the viewing, have the class identify the other groups' creations. After the class announces their guess, have the specific group talk about what they have made.

DISCUSSION:

1. How did the group decide what it would build?

2. Did a leader emerge?

3. Who directed the construction?

4. Did you have more than one person who tried to be a leader? How was it resolved?

5. Did you have someone in your group who did nothing? Why?

6. How did you communicate, if at all?

7. Did some people go along with the leaders? Did some disagree with the leaders?

NOTE: Sometimes groups decide to make peace signs, or a Christian Cross. Ask why the group decided to make a symbol instead of a tangible object.

MEDIAWATCH

PURPOSE:

This activity is designed to educate the students about the obvious and not so obvious stereotypes that are portrayed in the media.

This activity requires some preparation. The day before you go into your classroom, the hand-out needs to be distributed to the class. SEED as a group will come up with this hand-out, and make copies before the day we go in.

DISCUSSION:

1. What stereotypes did you find while watching T.V.? (If this question doesn't spark a discussion then go ahead and ask some of the other question. Feel free to pick and choose the questions you like, there's no need to go in order.)

2. Were any crimes committed? If so what was the race and sex of the criminal? Example: Who are usually the "bad guys"? Who usually commits the crimes? (Male/Female/Race?)

3. Who are usually the people in power? Over whom do they have power?

4. How often were the stereotypes you saw used "just to be funny"?

5. Did you notice any "name calling" that made generalizations about people? At whom was it directed ?

6. How are women usually portrayed in the media? Do you feel that the media generally portrays women positively or negatively? Do you think that the media's portrayal of women has a significant impact on you and/or society?

7. What kinds of products are usually sold by women? By men?

8. Is it racist/sexist to target alcohol and cigarette advertisements at certain racial/ethnic groups?

9. Can you think of T.V. shows which break stereotyped roles? (Murphy Brown, LA Law, ...)

10. Are teenagers portrayed stereotypically? Hippie? Burn-out? Nerd? Cool? Airheads?

11. How many gay/lesbian/bisexual television characters can you name?

12. Have you ever seen inter-racial couples on TV? What about Love Connection, Studs, or other dating games?

13. Do stereotypes of white males exist? What are they?

14. Does the media break stereotypes? Could they break them if they wanted to?

15. Is the use of stereotypes a conscious or unconscious act?

16. Who takes care of the children?

17. What toys do girls and boys play with in ads? Are there obvious differences?

18. Who are the poor people or street people on T.V.?

19. Are realities sometimes stretched for the sake of T.V.?

20. How can we stop ourselves from being affected by all of these stereotypes? (Should we stop watching T.V.? Should we just be aware that they exist?)

21. Is it O.K. to use stereotypes in T.V.? Sometimes? Never? When?

22. Do the media's stereotypes create the ones in society or do society's realities end up being reflected in the media?

NOTE: We have run into difficulty regarding the sexual orientation questions in this activity. ** Find out how open-minded the administration/teachers and the other group members are on this topic. If it is discussed, be sure to stress the fact that Lesbians, Gays, and Bisexuals are discriminated against. Not the issue of whether homosexuality is right or wrong, good or bad. ** THIS IS IMPORTANT FOR ANY ACTIVITY!!!

THE BEAST

Materials: A full set of tinker-toys for each group. The number of sets you need will obviously depend on the size of your group. You will also need a room or hallway separate from the classroom where you can build and store the beast.

Purpose: This is a game designed to strengthen the communication skills of your class and bring up issues relating the communication.

What to do:

1. Before you go into your classroom you need to have built a "beast" out of tinker toys. Be sure that this beast is complex, but not too intricate and confusing. When building the beast be sure to use only pieces that will be included in each group's set of tinker-toys.

2. The facilitators will set up the "store." Really just a table with the tinker toys grouped and arranged.

3. Divide the students into groups of four.

4. In each group, each student will have a specific role.

- One student will be the *Observer*. The observer is the only group member who is allowed to see the "beast." The observer tells the Buyer which pieces to buy and where exactly the piece should be placed on the beast.

- The *Buyer* then purchases the piece (only one piece may be purchased at a time) from the store. Then the Buyer explains to the Carrier how the piece should be used on constructing the Beast.

- The *Carrier* then explains to the Builder how the piece should be used.

- Finally, the *Builder* actually places the piece on the Beast. The Builder is the only person who is allowed to touch the Beast.

4. You may want to physically divide the room into four parts, separated by chairs. Each role must stay in their designated areas. This has worked well in the past to keep the kids from cheating and performing roles other than their own.

It may be helpful to draw a diagram on the board, that visually represents the roles and their designated areas.

5. It's a good idea to have the pre-made Beast in the hallway, a bathroom, or a back room. Each observer takes turns coming to look at the Beast; so there is only one person there at a time. It's important that a facilitator is always with the Beast.

6. Designate one corner of the room for the equipment table or store. Again it is important that a facilitator runs this table. Also remember to only give the Buyer one piece at a time. It is very important that the facilitator does not help the Buyer at all! Make the student describe the specific piece they want in detail. If for example the student asks for the blue piece you can deliberately give him or her the wrong blue piece so they will realize that they need to communicate in a clearer manner, and be more specific.

7. Have in mind a set time limit, approximate 15-20 minutes.

8. When this time period is over, bring out the Beast for all of the students to see.

7. Have the students clean up and get organized for the discussion.

Discussion Questions:

1. Ask the group to define and explain each role. Carrier, Observer, Buyer, Builder.

2. Which role was the hardest? (Usually the Carrier, but most likely everyone will say their own role.)) Why?

3. Which role was the easiest? Why?

4. Which role would you want to be? Why?

5. Which role did you find the most frustrating? Why?

6. Do you think that your group communicated well together?

7. Is there an easier way to play this game?

8. Can you think of other times when it's hard to communicate? (Parents, teachers, people from other countries)

9. How do rumors start and how does this relate to the game?

10. What causes communication failures?

11. Can you think of some ways to break down communication barriers?

12. Did your group go fast and get most of the beast built with a lot of mistakes, or did you go slower and get less of the beast built, but have fewer mistakes? Which is a better method to use? What about in real life situations?

THE SQUAT GAME

Materials: A copy of the story.

Purpose: To give people a different perspective on hunger, helplessness, and responsibility. This game is a dramatic representation of oppression and helping others.

How to play the game:

After the directions are given, each student will:

1. Squat on the ground with eyes closed. On the balls of their feet. (Facilitator should clearly demonstrate this.)

2. The facilitator reads this story, while the students listen in SILENCE.

3. During the story, facilitators will tap various students.

* If tapped once: they may stand, but must keep their eyes closed.

* If tapped again: they may open their eyes, and assist the facilitator in tapping other students. Each player is only allowed to tap ONE other player.

4. Immediately before reading the story the facilitator should say something to the effect of: "the silence begins now, please squat down."

Note to reader: It is important to be very familiar with the story and have read it over a few times before. In order for this game to be effective the story must flow smoothly and be paced correctly; not too fast, but not too slow (especially for the sixth grader).

The story:

Try to empty out your head Forget about the test you had last hour, the paper due tomorrow, the chapters you have to read tonight. Forget about any problems that you might have carried with you into the room for just a few moments. Forget about all the millions of little things you have to do before you go to sleep tonight. Allow yourself to relax. Take a deep breath if you need to.

(wait, about a minute here)

Now, try to think about something pleasant. Think about your education and the vast amount of possibilities you have of becoming a doctor, an engineer, a lawyer, a social worker, or a teacher. What will you do when you leave school? What will life be like for you? Will you go to college? Will you have a big house or a small one? What kind of car will you drive? Will you make a lot of money, or will you work for minimum wage? Where will you be? What will you do?

Choices. . . Decisions. Who will you spend your next vacation with? With your friends? With your family? Think of your day so far. Think for just one minute about what you ate. Did you have breakfast? What will/did you have for lunch? For dinner? Did you get what your body needs? Did you get enough protein, carbohydrates, and fats? Could you eat a well-balanced meal if you chose to?

(pause a moment or two, begin tapping people slowly)

As most of you already know, there is famine all over the world. If has been going on for a long time. A huge number of people are literally starving to death – slowly, painfully, right now. They don't have many choices. They'll never go to college. They'll never face your decisions. If they die, even a choice for life is taken away. The quality of life in not even an issue when you are trying to sur-

vive merely until tomorrow. One more day, still hoping that help will come. Although they may not know it, they share their pain with million of sisters and brothers all over the world. They feel isolated and alone in their pain. People in Guatemala, Nicaragua, and El Salvador. The suffering and degraded people of Mexico and the Philippines. The migrant farm workers, the inner city poor of the United States. In fact, they share their poverty and destitution with people in every country on the face of this small planet. AND IT DOESN'T GO AWAY...

It hurts in the very center of their being. It hurts mentally and physically. They feel it in their legs when they cramp up because they do not get enough of the right food-and it is painful. And they wonder if it will ever end. Sometimes they see people who have no pain. They see people who stand free and strong but who are completely blind to what is happening around them. They cannot see the suffering and the pain of those around them. They are ignorant to what is happening around them, these people are blind but the others see. They continue to wonder if the pain will ever stop. If this life will never end.

Some of you have already been touched. You have experienced the presence of a hand that has eliminated your pain. Some of you have been touched twice. You are not only out of pain, but you are fully awake with your eyes open. You see, without question, those who are in pain. You see their want of a touch that will relieve them of their pain. You begin to slowly realize how important a single touch can be. You realize the power that a single touch can have. With a single touch, you can relieve the pain of one who suffers, and open up the eyes of one who is blind. And you realize the freedom you have to move, to choose. You are free to touch someone, and we are all free to touch the hungry people of the world and bring them from darkness into light.

Discussion Questions:

1. How did it feel to squat?

2. How did you feel when you were tapped?

3. How did this game make you feel?

4. When did you stop focusing on the story and only concentrate on your own pain?

5. What were you feeling when your eyes were closed and we were talking about blindness?

6. Did anyone kneeling have the urge to stand up? To sit down? To open their eyes?

- Did anyone stand up, sit down, or open their eyes who wasn't touched?

- What could be the symbolic meaning of breaking these rules? Do hungry people have this option?

7. Did you feel mad or angry after this game? How did if affect you?

8. What role does the person who taps people play? Who actually touches the hungry people of the world?

9. What do you think each group symbolizes? (standing with eyes closed, standing with eyes open, squatting with eyes closed, eyes open and touching people)

10. Where do you think you are in one of the groups? (indicate answer by raising hands)

11. The facilitators might comment on their experience of having the power to touch people.

12. What can we do to "touch" the hungry people of the world?

Note: This game is not always that effective in the sixth grade classrooms. Do not be discouraged, but be really prepared and just know that this is not a game for each class.

ZORK

PURPOSE:

Takes a look at gender roles and sexism.

Dress one or more facilitators as some outlandish alien, (often two facilitators, one guy and one girl, back to back with a mix of strange mens and womens clothing) and tell the class that they are being visited by Zork from Zorkon. Zork has no experience on earth. The facilitators should look and act silly. The facilitators should try to focus questions and answers toward gender roles.

Questions:

1. "What is this?" (pointing to a girl or a boy) (You may get some other answers at first, but Zork should play dumb and keep asking questions until someone say "she's a girl," or "he's a boy."

2. "What is a girl/boy?" (Note: for this question you may get some giggles and silly answers about anatomy, but try to steer away from that by asking "what does a girl/boy do?")

2. "What makes you different from you?" (pointing to a girl and boy)

This helps to get the discussion going. It may be helpful to put a chart on the blackboard.

	BOY	GIRL
What do they wear?		
What do they do?		
Where do they work?		
What do they do for fun?		
Who do they look up to?		

- Be sure to point out contradictions (if the kids don't already). Example: "Girls have long hair" – but some guys have long hair too, and some girls have short hair. Or, "girl wear earrings" – some guys wear earring as well.

Ask the class where these set roles and ideas come from. What are these set roles called? (stereotypes, generalizations)

- Are you born with them?
- If not, how do we learn them?
- Should these roles be changed?
- Should some stay the same?

Discussion is not entirely necessary because the game is basically a discussion in itself. Be aware that the students may feel the need to defend their own gender. After the game, this may need to be addressed.

LETTER TO YOURSELF
TIME CAPSULE

PURPOSE:

The purpose of this exercise is two fold. First it is an intriguing idea to write something to be read by your future self. The other purpose is that it will be a good way to bring new high school students into the SEED program.

MATERIALS: Paper, envelopes, and pencils.

1. Each student is given some paper to write on along with an envelope. (Be sure to tell the students that everything they write will be kept completely confidential. They will be the only people to read the letter.)

2. They will be asked to write down how they feel about their friends, academics (grades, classes, parents, etc.)

3. They will also be asked to write their thoughts and feelings about the SEED program and what it meant to them.

4. They will be told that they are filling out a "time capsule" that will be sent to them at the beginning of their 9th grade year.

5. Each student will put his or her own sheet in an envelope and self-address it. The address must be legible, or we won't be able to send them back the letters.

6. DO NOT SEAL THE ENVELOPES!!!!

7. Then the envelopes will be collected.

Note: KEEP THE LETTERS!! Organize them in a large mailing envelope, date them, and put the name of your class on the envelope. Then give this large envelope to a Core person.

SILENT STORY

PURPOSE:

This exercise illustrates the exclusion of an individual from a group because the individual is different.

MATERIALS:

A set of cards that depict the story (later). You will need to make these cards (on big sheets of poster board with colorful markers) with your group before you go into your class. (This could be a definite time for "group bonding.")

1. The cards are a series of 5 drawings that are shown silently one at a time. Explain that there needs to be absolute silence during the story. Show each card separately and make sure every student gets a chance to see each card.

Card A: A lonely circle who is desperately in search of acceptance from a group of triangles.

Card B: The triangles reject the circle and it is left alone.

Card C: The circle finds a solution. It decides to turn its self into a triangle.

Card D: The circle turns its self into a triangle, by a machine or with scissors.

Card E: Upon returning from the magical "triangle machine" it sees that the group of triangles are now circles.

Discussion:

1. Have a student re-tell the story.

2. Why was the circle excluded?

3. Why did the circle change?

4. Have you ever been in the position of the circle or the triangles. How did it feel?

5. Is there another solution to the circles problem?

Note: We hope this will stimulate discussion on what it feels like to be discriminated against and what happens when you try to resist or accept peer pressure. Facilitators could allow the students to act out the silent story and resolve it in a different way.

STORY DAY

This activity can be used at the end of a long day (probably the first day) or during an early link day.

PURPOSE:

To show the relationships between simple children's fiction and the complex problems of discrimination and related issues.

MATERIALS:

A children's story: Some suggestions are: *Dragonwings*, a story about a young boy in Chinatown, or *Green Eggs and Ham*, about the concept of closemindedness, *The Lorax, Horton Hears a Who, The Sneeches*, or Baby "X" (a child raised completely without sex stereotyping).

LAST DAY

The last day is a time to party, reminisce about the year, and say good-bye. On this day do a final set of feed-back cards and an over-all evaluation of the year. It's a nice idea to bring in some food for your class. The atmosphere should be especially relaxed and fun. It can be a fun day to play soccer, volley ball, etc, some un-SEED stuff. In past years we have made a SEED Yearbook which contained drawings and writing from the students, excerpts from feed-back cards, etc. We will discuss doing these again within SEED. We have run into some problems with production and cost of the Yearbook.

THE MURAL

PURPOSE:

A closing activity in which the students will work together to create a SEED mural. This will give them a chance to work together towards something tangible and unique.

MATERIALS:

A large sheet of BIG, BIG paper, you can usually get this from your teacher, or the Art room. Drawing/writing materials, crayons, markers, colored pencils, construction paper, glue, and old magazines.

1. A large sheet of paper will be rolled out, and each student will contribute by drawing, coloring, or writing their thoughts and feelings about SEED.

2. The students should be free to draw whatever they want, and should be encouraged to be creative.

3. Afterwards, each student will explain or describe what he or she drew.

STAR POWER

Developed by R. Gary Shirts.

This is a game in which a three-tiered, low-mobility society is built through the distribution of wealth in the form of chips. Participant have a chance to move from one level of society to another level by acquiring wealth by trading with other participants. Once the society is established, the group with the most wealth is given the right to make the rules. They generally make rules which the other groups consider unfair, fascist, and racist. A revolt against the rules and the rule-makers generally ensues. When this occurs, the game in ended. The "talk-down" is a vital part of the game; any planning, thus, should provide ample time for this.

PURPOSE:

The game is useful in raising questions about the uses of power in a competitive society.

PRE-GAME PREPARATION

MATERIALS:

Poker chips, bonus chips, work table, identification tags, chip value charts, newsprint/blackboard, magic markers/chalk, paper, a horn/whistle, a stop watch, a calculator, chip collection box and pencils.

CHIP VALUE POSTER

Green = 50 points

Yellow = 25 points

Red = 15 points

White = 10 points

Blue = 5 points

Multiple Chip Bonuses

5 of the same color = 20 points

4 of the same color = 15 points

3 of the same color = 10 points

For example, if you end up with 3 green and two white you have 180 points.

Each player must begin and end with five chips.

STACKING OF THE CHIPS

SQUARE

Rounds I,II

7 square envelopes	1 Green
	1 Yellow
	1 Red
	2 random red, white, blue
1 Square envelope	1 Green
	1 White
	3 random Red, white and blue

Round III

8 envelopes	1 Green
	2 Yellow
	2 random R/W/B

CIRCLE

Rounds I.II

6 Circle envelopes	1 Green
	1 White
	3 random R/W/B
1 Circle envelope	1 Green
	1 Yellow
	1 Red
	2 random R/W/B
1 Circle envelope	1 Yellow
	1 Blue
	3 random R/W/B

Round III

8 Envelopes	1 Yellow
	4 random R/W/B

TRIANGLES

Rounds I, II

7 envelopes	1 Yellow
	1 Blue
	3 random R/W/B
1 envelope	1 Green
	1 White
	3 random R/W/B

Round III

8 envelopes	1 Red
	4 random R/W/B

ROOM ARRANGEMENT:

1. Arrange chairs in three equal groups. Grouping should be as distant from each other as is feasible.

2. Post chip value charts, or write them on the board.

3. Write names of the kids in each group on the score board. Write the rounds horizontally across the board, and the names in vertical rows. Have this chart set up before the students come into the classroom.

4. Arrange chips in envelopes as described in the chip stacking section. THIS MUST BE DONE BEFORE YOU GO INTO YOUR CLASS!!!!

5. It is really key to get to your classroom EARLY, so you will have plenty of time to prepare for the game.

PREPARING FOR THE GAME:

1. Participants are divided into approximately three equal groups named: Squares, Circles, and Triangles. Each person wears a symbol representing his group. Name tags should also contains the participant first name.

2. The groups need to be made BEFORE you go into your class. Consult your teacher and see if he or she wants to make the groups, or if he or she wants to give you a class list and let you make the groups yourself. Be sure your teacher understands how the game works and knows that there will be three unequal groups.

3. Make the name tags before you go into the classrooms.

4. It is very important that all of the SEED facilitators feel comfortable with running the game. Everyone should read over the manual.

5. A small group meeting before going in and playing Star Power is essential. Each facilitator should be clear about their individual role.

6. Star Power is a lengthy, confusing game. The facilitator introduce one section, explain that section, and then let the students play that section, etc.

OVER VIEW

INTRODUCTION

EXPLANATATION OF RULES

TRADING ROUND ONE

BONUS ROUND ONE

SWITCH PEOPLE

TRADING ROUND TWO

BONUS ROUND TWO

SWITCH PEOPLE

RULE MAKING ROUND

TRADING ROUND THREE

END GAME

DISCUSSION

PART ONE: INTRODUCTION AND RULES

1. Participant should be seated in three distinct groups.

2. "This is a game of bargaining and negotiation."

3. "There are three teams – circles, squares, and triangles. Everyone must wear their ID tag in plain sight at all times."

4. "Each player must begin and end with five chips."

5. "Here are the rules for round one."

- You will have ten minutes to trade advantageously.

- If you want to trade, ask someone if they want to bargain. If so, touch feet (there must be no talking about a trade unless your feet are touching). You cannot walk around the room saying "who wants a red for a yellow chip?".

Participants must be touching feet to trade.

- Explain the point charts and why it might be advantageous for someone to trade a higher valued chip with a lower valued chip so they can get three or four of one kind and get a bonus chip.

- You may not separate feet until a trade has been made. If you are unable to make a trade, you must touch feet until the end of the round.

- If you do not wish to trade, fold your arms and stand at the edge of the room.

• Only one-one trades are legal. Persons having more or less than 5 chips at the end of the round will be disqualified.

• You must trade chips of different colors. It is illegal to trade a blue for a blue or a red for a red.

IMPORTANT NOTE: They will probably ask later in the game if there is going to be a group winner. The answer is "The three individuals with the highest score will be declared the winners." *Do not tell them that a group is going to be able to make the rules for the game. ALSO: Do not reveal that the Squares are given chips of a higher value than the circles or triangles.*

PART TWO: TRADING ROUND ONE

6. Distribute the chips. If chips are not distributed in envelopes or a similar container, one must make a real effort to conceal from players the distribution to each participant. Ask the students not to show their chips to other people.

7. Announce: "You have ten minutes to improve your score. Begin trading." One facilitator should go around the room looking at a stop watch to create some pressure.

NOTE: The facilitators should move among the traders enforcing the rules and observing behavior. If someone is continually breaking the rules they should first be warned and then have their chips taken away for that round. At the end of ten minutes, the time keeper should blow the whistle and announce:

8. "The first bargaining round is now over. Return to your seats, compute your individual scores. When we ask you to, tell us your name and your scores so we can write your points up on the board. It if helpful to use a" chip collection box"

and have a facilitator collect the chips while another facilitator is recording the scores.

PART THREE: BONUS CHIP ROUND ONE

1. Participants are seated in three groups.

2. Explain the rules for the bonus points session. The rules are:

- Hold up a bonus chip and tell them that this is a bonus chip.

- Give each group three chips.

- Tell them that each chip is worth 20 points.

- Their task during the bonus session is to distribute the bonus chips to members of their group.

- The chips must be distributed in units of 20 or more, that is, one person might receive all three bonus chips and 60 points or three people might receive one chip each worth 20 points, but 6 people could not receive 10 points each.

- They have five minutes to distribute the bonus chips. If the group is not able to decide who will get the chips at the end of the five minutes, the points will be taken back by the facilitator and no one will receive them.

- The decision regarding the distribution of chips must be a unanimous vote.

2. Answer any questions.

3. Start the bonus chip bargaining session.

4. After five minutes, end the bonus chips bargaining session.

5. Have those people who receive bonus points record them on the blackboard opposite their initials.

PART FOUR: SWITCHING PEOPLE

1. Facilitator studies the score sheet. (It should be obvious that the squares have the highest scores.) There will probably be one circle and one triangle with a high score. You should say that you think people will be better off in a group where everyone can trade at the same level. For instance, Joe wasn't trading very well, so we're going to move him to the Triangle Group with others who also aren't trading very well. Ask the highest triangle to trade seats (trade name tags and place on score board also) with the lowest square. Ask the highest circle to trade places with the next lowest square. You may switch more people if other scores are particularly high or low. In other words, re-shuffle the groups so that everyone in each group has roughly the same score. If anyone resists, don't push it. Just make some comment like, "I think you will be more comfortable with people of equal trading skills." You should really try to make them feel that their bargaining ability is the key factor.

PART FIVE: TRADING ROUND TWO, BONUS ROUND TWO, SWITCHING PEOPLE TWO

1. Distribute the new chips (in their respective envelopes).

2. "OK, here we go with round two. You will have 10 minutes to improve your score by trading advantageously. Begin." Blow the whistle. Remember to blow the whistle at the end of the round also.

3. Compute scores and add them to previous score.

4. Bonus chip round (as above).

5. Adjustments Switch people (as above).

PART SIX: RULE MAKING ROUND

1. Facilitator reviews the score sheet. (The squares will now be far ahead.)

2. "It is obvious that the squares have done extremely well. Because they are such good traders we are going to give them a special bonus: they now have the authority to make the rules for the rest of the game."

3. "Here are the rules for this special bonus":

- They will have 10 minutes to make any rules they wish.
- Other groups may propose rules in writing during this ten minute period.
- "At the end of 10 minutes the squares may announce all or part of the new rules, or they may keep them secret until the end of the trading round."

4. Give the squares 10 minutes to make new rules. They can consider rules suggested by other groups (but will usually reject them). The rules will usually heavily favor the squares and oppress the triangles and circles. If they don't do this at first, you can encourage them by saying "remember, you have the power to change or make *any* rules you want." Have a spokes-person announce the rules. The facilitator should summarize the new rules, ask for questions and then: "OK, begin round three. You have ten minutes to improve your score by trading advantageously."

5. Sometimes the circles and triangles want to have a conference while the squares are working. Allow one delegate from each group to meet on neutral ground.

PART SEVEN: TRADING ROUND THREE

1. If the game is lacking conflict, you may, at this point, repeat part six for two minutes. This would give the squares another chance to make rules and the other groups another chance to confer and rebel.

2. In order to inform the class of the activities of the other groups, a facilitator may want to freeze the game and give a short "news flash." The "news flash" may mention the particular cruelty of the squares in another classroom or the fact that the circles and triangles refused to trade.

PART EIGHT: END OF GAME

1. What is likely to happen is that the squares will make very tough rules that protect their own power. The circles and triangles will either give up, organize, become hostile, or commit and act or frustration and defiance. In one classroom, the circles and triangles banded together, sat down, and sang "WE Shall Overcome." Stop the game when it is evident that the squares have made rules which the others consider unfair and fascistic. Some variations are possible.

- There may be a direct physical conflict. This is a definite sign that you should end the game. (Attempt to stop any physical contact before it begins.)

- Circles and Triangles may refuse to play round three. When this is obvious, end the game and pull everyone into a big circle. Proceed to part IX, the discussion.

• Circles and triangles may continue without hindrance. This is highly unlikely but if it does happen you have two options:

1. Continue the game and allow the squares to make rules again.

OR

2. End the game when it appears that nothing is going to happen and proceed to part VI.

STARPOWER DISCUSSION

Important note: Don't worry if you don't get through all the questions, just make sure you defuse tensions and draw connections to the real world.

1. Tell students the game is over.

2. Ask everyone to sit in a large circle.

3. Collect chips, erase board, and ask everyone to remove their stickers.

PART ONE OF DISCUSSION:

4. Tell all the students: "We want you to know that the chips were stacked from the beginning for the squares to win. It was not that the squares were really the best traders."

5. Ask if anyone has questions?

6. Ask for any comments on what happened during the game. How did people feel?

• This should start the discussion, however if necessary you can specifically

ask someone from the triangle group to tell how they felt during the game, and then go from there allowing each group a chance to be heard. That should be the structure of this part of the discussion. basically allowing people to hear how others felt and to tell others what ever they need to.

• Our role as facilitators is to make sure every point of view is hear and to make sure no one is targeted or hurt in the process of this discussion.

• Therefore watch carefully for kids who seem very angry, upset, or withdrawn. Try and have someone talk with them quietly to find out what is wrong and to encourage them to tell the group if it seems appropriate. If necessary you can lend your direct support within the discussion to someone who is isolated and upset (i.e. empower them).

Some Important Points that the Facilitators Should Mention:

• Trading is really not the point of the game.

• The chips were stacked from the start.

• The squares in almost every game ever played have created oppressive rules, it is not them as people as much as the position they were put in. Would circles and triangles have acted differently in the same position?

• How did the different groups feel at the point where the squares got the power? Why? Did that change as the game went on?

• In case no one mentions it ask: How did the circles and triangles feel about the rules of the squares? Why did the squares forget how the circles and triangles would react or feel? What about the circles and triangles who became

squares and forgot about their roots. How did this feel for their groups and for the individuals who became squares?

- If kids raise connections between the game and the real world use those comments to steer the discussion onto that level.

KNOT GAME

This game is explained in the Ice-Breaker section. We feel that this game very effectively breaks the tension in the room and brings the students back together as a single group.

DISCUSSION PART TWO:

7. Continue with anything left over from part one.

8. Does anyone see any connections between this and the real world?

9. Why did the triangles and circles decide to rebel?

10. Can anyone think of similar rebellions in history or other places in the world? Bus boycotts, Boston Tea Party, South Africa, Eastern Europe?

11. Why did the squares make the rules that they did?

12. Did the squares discriminate against the other groups?

13. Are there groups like the squares, circles and triangles in the real world? Who are they? Rich/Poor, White/Black, different grades in school (6th graders triangles, 8th graders squares), or different roles within families.

14. What are we? Who is a real square, circle, triangle?

15. What happens if you are a triangle in the real world?

16. Are real world triangles (poor people - homeless - Black) discriminated against? Why?

17. Why do real world squares (rich white males?) discriminate?

18. Does our country need to be more equal?

19. Do you think that people can really go from middle to upper or lower to middle class?

20. What could be changed in the game to make it more fun for everyone?

RAFA-RAFA

BY R. GARRY SHIRTS

GENERAL OVERVIEW:

The participating pupils are divided into two groups. Each group is instructed in a new and different way of living. One group is call the Alpha Culture, the other group the Beta Culture. The people in the Alpha Culture are fun loving, superstitious, honor their elders and enjoy touching one another. People in the Beta culture are hard working, business like, foreign speaking, and do not like to be close to one another. Once the members of each group have learned the rules of their new culture observers are exchanged. Observers travel to the other culture and try to learn about it by listening and watching. After a short visit they return home and report their findings. Visitors are then exchanged with the instructions to live with the "foreigners." Unlike the observers who were restricted to watching and listening, visitors are encouraged to speak and interact with their hosts. During all the visits no one is allowed to ask about the specific rules of the culture but must infer them from observations or experiences. Once everyone has had a chance to be either a visitor or an observer, the game is ended. In the post-game discussion, the participants discuss the ideas and feelings created by the experience.

MATERIALS:

A class set of bones, a class set of animal cards, a horn, and access to a chalk board and chalk.

SUMMARY OF ALPHA RULES

1. Alphas spend most of their time playing a "good luck" guessing game called "Rafa-Rafa." It is played by two persons facing each other with one person trying to guess which of the other person's two hidden hands does not contain the "bone" (a small Styrofoam chip that is given to all Alpha members at the beginning of the game).

2. Play is preceded by a greeting question and a greeting answer. If player "A" wants to play the game with player "B", player "A" faces player "B" and stamps three times. If player "B" is willing to play then "B" reaches up with one hand and grasps the upper arm of player "A".

3. Player "B"" puts his/her hands behind his/her back and hides the bone.

4. Player "A" then guesses by pointing to the hand thought to be empty. After pointing, player "B" brings both hands in front and reveals which hand has the bone and which is empty.

5. Steps 1–4 are repeated until player "A" guesses wrong or guesses correctly three times.

6. If player "B" does not want to play with player "A", he or she does not reach up and grasp his/her forearm. Player "A" should then turn immediately and move away. When a person refuses to play, no insult is intended since everyone has the right to look for good luck wherever he/she thinks it can be found.

7. Good luck is taken away if two players who are facing each other stamp at the same time, unless both players immediately move away acting as though they never stamped.

8. Very good luck is brought to a person who is able to guess an empty hand three times in a row. When this happens, the person will yell out "Rafa-Rafa" which means good luck. All other players run over and congratulate the winner by tapping their forearm gently with three fingers.

THE IMPORTANCE OF ELDERS IN ALPHA LAND:

1. One girl and one boy will be elders. It is a good idea to alternate elders throughout the game.

2. Elders are seated in a conspicuous place. No one else is allowed to sit while they are present.

3. Elders are always the Guesser (stamper). Yes, they stamp sitting down. Persons who want to play with the Older present themselves and wait for the Older to stamp.

4. ELDERS MUST ALWAYS WIN!! The Hider secretly switches the bone to the other hand if the Older guesses incorrectly.

5. When elders win they do not yell "Rafa-Rafa" but merely say it quietly.

TABOOS AND CONSEQUENCES:

1. If a non-elder gives either of the elders the bone, they should be asked to leave the culture immediately. No explanation should be given, as it would give away the rules.

2. If a non-elder ever stamps in front of an elder, or sits when an elder is in the room, he/she should be asked to leave the culture immediately, by the elder or anyone who sees it happens. The phrase "you must leave our culture now" is the only spoken phrase.

3. If a visitor does not know the rules and continually stamps when others stamp or guesses when they should be hiding, these people should be avoided at all costs, since they take away the good luck a person has built up.

4. It takes away everybody's good luck if a person touches a Rafa-Rafa person too hard, or touches with more or less than three figures.

SUMMARY OF BETA RULES

People who live in the Beta culture are competitive, hard working and do not give up easily. They earn their living by trading cards with pictures of animals on them. For each set of animals which they collect, they receive 5 points. The person with the most points at the end of the game is declared a winner.

1. There are pictures of five kinds of animals on the cards: cows, sheep, ducks, dogs, and pigs. The cards are blue, pink, white, yellow and green.

2. A person receives 5 units of money when they are able to collect one of each animal in the same color of card.

3. Beta members make trades by going around the room asking for the card they want and looking for someone who wants to "give away" cards. Instead of asking for cards they want in English, however, they ask in the Beta language. Beta has four elements to it:

- To ask for a specific animal you want, make the sound of the animal. "Moo" means you want a card with a cow on it, "oink oink" a card with a pig, "quack quack" a duck, "baa, baa" a sheep, "bow wow" a dog.

- Instead of asking for a card by color, you hold up a card of the color you want.

- To say, "yes", you nod your up and down (much as you say, "yes" in America and other western countries).

- To say, "no" or, "I don't have it," you raise your elbows as high as your shoulders letting the forearms dangle loosely. This is done quickly and repeated for emphasis. The motion looks somewhat like a startled chicken.

4. Beta members always stay at least one arms length away from each other. To exchange cards, trader "A" sets the card he/she is giving away on the floor and backs away. Then trader "B" puts the card he/she is trading on the floor picks up trader "A's" card and moves away so trader "A" can pick up his/hers (trader "B's" card) without getting too close.

5. Scores are kept on a chalkboard by putting one's first name on the chalkboard and recording the units of money after it. The chalkboard is considered to be the

record the bank keeps of one's deposit. Each time a Beta player gets one of each kind of animal (a set of 5) in the same color, he/she adds 5 units of money to his/her score, turns in the old cards and gets five new ones. When a Beta member turns in a completed set of cards a facilitator honks the horn.

6. Beta members are told there is a shortage of cows and sheep in their culture and that visitors from the other culture are likely to have a surplus of cows and sheep.

7. No Beta can speak any other language except Beta while in Beta land. They may speak English or any other language when they visit Alpha.

8. If visitors do not obey the rules of the culture, it is acceptable to take their cards away from them by using sign language, body motions or anyway one can, except there is to be no violence and no talking any other language except Beta.

Clarifying Questions:

1. Do you get five units of money for any set of five animals?

A. No, only if they are on the same colored card and if you have one of each kind. For example, a Beta member who has 1 cow, 1 pig, 1 sheep, 1 duck and 1 dog all on green cards, would earn 5 units of money.

2. What if you walk around "mooing" and no one wants to give you a cow?

A. Then you should try another animal. Perhaps visitors who come in later will have a cow.

3. Do you hold up any animal card to ask for color?

A. Yes, you might be asking for a cow by making the "moo" sound and holding up a white card with a sheep on it. In other words, it doesn't matter what animal is on the card held up so long as it is the color you are seeking.

4. Why are dogs included? Are they eaten?

A. In some cultures they are, but in Beta they are used to herd sheep, and for pets.

Rafa-Rafa Discussion

You should leave at least 30 minutes for discussion. The goal of this discussion is to give the kids a full picture of what was happening in the game, how they saw others and how they were seen, and of course to illuminate some of the connections between the game and the real world. The eleven questions below are good to start off with and may even take care of the whole discussion because many issues will be brought up along the way by students. The order of these questions is important, but don't stifle anything interesting in favor of getting on to the next question. Also, students for the discussion should be seated in a circle with all Alphas on one side and all Betas on the other side.

1. Ask people from Beta to explain the Alpha culture.
2. Ask people from Alpha to explain the Beta culture.
3. Ask Alphas what they thought of the Beta visitors.
4. Ask Betas what they thought of the Alpha visitors.
5. Ask Alpha members to describe their feelings and thoughts when they went to visit the Beta culture.
6. Ask Beta members to describe their feelings and thoughts when they went to visit the Alpha culture.

7. Ask someone from Beta to explain Beta culture.

8. Ask someone from Alpha to explain Alpha culture.

9. Ask kids from both culture which culture they would rather live in, and why they prefer that culture.

10. Ask what a person can learn from playing the game. List answers on the board. What did they learn?

SOME EXTRA INFORMATION ABOUT RAFA-RAFA

Before you actually go into the classroom make sure that:

1. You have contacted your teacher and she/he understands what is going to happen and that each game of Rafa Rafa involves *two* classes.

2. Within each small group everyone understands the game, the order, and which culture they will lead.

3. You should talk for a few minutes with the other small group you will be leading the culture with. Two facilitators from each group should lead one of the cultures, so there will be four facilitators per culture.

4. Be sure that each facilitator understands the game completely. No one should be dependant on the manual. Write down notes for yourself on 3x5 cards. DO NOT READ FROM THE MANUAL IN THE CLASSROOM!!

5. Be enthusiastic. When teaching the students their culture be really into it. Make it like a story. We really want them to identify with their culture.

Some tips for the Alpha Culture:

Explaining how to actually play the game is very important! It can be confusing, and you want the kids to really understand. Maybe try a diagram like this:

Person A	Person B
•Stamp three time.	•If you want to play, tap arm of Player A.
•Guess which hand the bone is in.	•Hide the bone and then reveal it.

To make the Alpha Culture more interesting you may want to add something in, as we did when we played it with SEED last week. For instance, the Alphas really like women. In addition to always talking about threes, they also talk about their women relatives.

Here is a general time outline. Keep in mind that this is only a guide. You may want one more switching round, or it may take your group longer to learn the rules. Try to give each student a chance to go over to the other culture once. Be flexible!! Just make sure there is time for a good discussion at the end (30min).

I. Introduce the game and explain what is going to happen. Especially explain about mixing with the other class. Split group up into ones and twos. One group will stay and the other group will go to other classroom. (5–10 min.)

II. Learn culture and practice. (20min.)

III. First switching round – only observation (5min.)

IV. Discussion (5min.)

V. Switch (5min.)

VI. Discussion (5min.)

VII. Switch (5min.)

VIII. Discussion (5min.)

IX. Groups return to their own separate classrooms.

X. Discussion.

Some tips for the discussion:

- Have the kids return to their individual classrooms.
- Write down the discussion questions in the manual onto 3x5 cards.
- After you have discussed the game, try to bring discussion onto a deeper level.
- Maybe ask what their first impressions were when they entered the other culture. What about first impressions when really entering another culture?
- Discuss how people often decide something is "stupid" or "bad" just because it is different.
- Share an experience of your own about visiting another culture, feeling like an outsider, not knowing the cultural "rules," etc.
- Why do different cultures often clash?
- What can we do about this?

NOTES